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ABSTRACT

Supervisors, educators, and students from 40 states and Puerto Rico participated in an institute designed to communicate new concepts and procedures in youth organizations to potential change agents. Through participation in task force activities, institute members: (1) developed guidelines and models, (2) identified commonalities, (3) determined leadership activities, (4) defined areas of research, and (5) explored the guidance, evaluation, and cost benefit aspects of vocational education youth organizations. Also, participants developed individual programs of action for implementation in their home setting. To determine progress made in implementing the programs of action, a followup survey gathered information on such points as: (1) providing training for educators, (2) training students for leadership, (3) promoting junior high involvement, (4) improving public relations, (5) enrolling handicapped and disadvantaged, and (6) doing research on student outcomes. A significant finding of the survey was that only a few participants had initiated activities to enroll handicapped and disadvantaged students in vocational education youth organizations. A followup institute was recommended to deal in greater depth with identified problem areas. Part I of this report is available as ED 044 527. (JS)

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FINAL REPORT

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# NATIONAL INSTITUTE

ON

# THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

JAMES C. VANCE

Division of Vocational Education

STATE DEPARTMENT OF EDUCATION

Trenton, New Jersey 08625

AUGUST, 1971

OFFICE OF EDUCATION...BUREAU OF RESEARCH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE

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Final Report - Part II
Project No. 9 - 0322
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# NATIONAL INSTITUTE ON THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

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August, 1971

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorships are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION --- BUREAU OF RESEARCH

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James C. Vance
Coordinator, Vocational Education Youth Organizations
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## SUMMARY

The main purpose of this Institute was to communicate new concepts and procedures in vocational education youth organizations to potential change agents in the various states. To accomplish this purpose, the following major objectives were established: 1) redefining, if needed, of the role of vocational education youth organizations, 2) determining how youth organizations can serve youth with special needs, 3) consideration of ways of implementing the coordination of youth organization commonalities, 4) determining the role of youth organizations as a guidance function, 5) identifying and utilizing the implications of research for improving youth organizations, 6) development of evaluative instruments for use in measuring the effectiveness of youth organizations, 7) identifying and evaluating cost benefits of youth organizations.

The general methodology of the Institute involved formal presentations by consultants and task force activities aimed at identification and prognoses for change. Formal presentations sought to provide a background of information related to the various areas to be studied by the task forces.

From the perspective provided, the task force members sought to achieve the Institute objectives.

The Institute participants succeeded in most cases, in fulfilling the expectation of the conference objectives. They developed guidelines and models, identified commonalities, determined leadership activities, defined areas of research, and explored the guidance, evaluation, and cost benefit aspects of our vocational education youth organizations.

Participants developed individual "Programs of Action" to follow in sharing the products of the Institute and in further developing vocational education youth organizations activities at the local and State level based on knowledge gained and attitudinal shift and/or reinforcement.

These "Programs of Action" were compared to data received on a follow-up using the same instrument. This follow-up evaluation was conducted some eighteen months after the Institute ended. This time interval was deemed necessary in order to give the participants sufficient time to put into use the materials gained from the Institute. An assessment was made to determine if the participants fulfilled their personal "Program of Action" and is the basis for Part II of the Final Report of the Institute.

Personnel from forty states and Puerto Rico were represented in the Institute. They included State Supervisors of vocational education, rural, small town and city teachers of vocational education, and representative youth.

# CHAPTER I

## INTRODUCTION

The Institute described herein and in Part I of the Final Report, August, 1970 was initiated in response to a U.S.O.E. publication, dated December, 1968, "Guidelines and Priorities for Short Term Training Programs for Professional Personnel Development in Vocational and Technical Education". Institute Number 27 in this publication was titled, "Role of Youth Organizations in Vocational Education."

### Institute Need

1. The genesis for the proposal and the basis for launching intellectual probes were the needs expressed in the final report of the National Seminar to Improve the Use of Youth Organizations in Vocational Education, 1967 conducted by the University of Kentucky and the guidelines listed in the U.S.O.E. publication.

### Guideline Objectives

1. The four specific objectives listed in the U.S.O.E. guidelines for soliciting proposals were as follows:

   a. To develop plans for implementing leadership techniques in supervising youth organizations.

   b. To identify criteria and procedures for evaluating the effectiveness of youth organizations.

   c. To examine the dynamics of motivation and identify motivational factors most effective in reaching youth.

   d. To acquire a thorough understanding of ways to develop social skills, leadership abilities, and human relation skills through youth organization programs and activities.

2. The project directors po tulated that the above objectives could be achieved by:

   a. Exposing the participants (change agents) to a broad range of programs and approaches dealing with vocational education youth organizations, and

b. Asking the participants to use these programs and ideas as the basis for achieving the objectives of the Institute and for future innovation in their respective youth organizations.

Institute Format

1. The plan and organization of the Institute was the result of several factors:

a. A meeting with the Executive Directors or their representatives of the National Offices of the vocational youth organizations.

b. Meetings held with the New Jersey State Vocational Education Youth Organization Advisors.

c. The individual thinking and experience of the project director and co-director.

The general format which evolved to attain the Institute objectives were:

Pre-institute - each participant received a packet of pre-institute reading materials relevant to the objectives and expected outcomes.

Institute - the participants received additional hand-out materials prepared specifically for the Institute. Excerpts from the 1967 Kentucky Institute, National Seminar to Improve the Use of Youth Organizations in Vocational Education as Teaching Devices were also provided as background material.

Each day of the Institute commenced with a brief presentation by the co-director of general announcements and the objectives for the day. Consultants from various vocational and academic disciplines, including students and businessmen, gave presentations. The presentations included a variety of formats which included listening teams, Phillips 66, reaction and other types of panels.

Eight task forces then convened to discuss the presentations and to develop their responses to specific pre-determined questions. Opportunities were provided for the Institute participants to further query each consultant during the task force session.

Assisting in the task force deliberation were persons designated as facilitators. These individuals were well versed in group interaction and analysis. Their responsibility was to deal with the heterogeneous backgrounds, experience, and personalities of the participants in order to help the participants complete their assignments.

This unique approach was based on studies that suggested that where a group faces a highly task oriented activity, it is best to cope with the emotional climate in such a manner that the members can then deal effectively with the tasks confronting them.

The participants were reconvened to hear the response of each task force so that all could benefit from the diverse approaches taken to resolve the issues.

Each evening, time was set aside for round table discussion with the directors, facilitators, and evaluators. Appropriate adjustments were made in the schedule and assignments as a result of these deliberations and review of the participant's daily evaluations.(See Appendix B for complete Institute program)

Site and Participants

1. The Institute was held on the campus of Rider College, Lawrenceville, during the week of August 11-15, 1969.

The maximum number of conferees was limited in the U.S.O.E. Guidelines to 100. One hundred approved participants were selected to attend.

In addition to the formally accepted participants, representatives from the National Offices of the various Vocational Education Youth Organizations also were in attendance.

Conclusions

1. The vocational education youth organizations provide a unique method of attaining the vocational objectives of the respective disciplines. Not only are the organizations vital to the present offerings, but must be considered prominently whenever the future of vocational subject areas are considered for change. It is felt, however, that while organizations should be kept separate according to discipline, there is need for closer cooperation and possible coordination of activities at all levels. Such a structure should enable each organization to better serve the needs of its members and the educational needs of the handicapped and disadvantaged. Vocational education should utilize the total educational offerings in

school and especially guidance which was singled out as being of particular importance. While the organizations provide the elements for leadership training, good guidance is the key to successfully developing these talents.

Research of the effectiveness of youth organizations is generally lacking. With the new emphasis on and challenges to vocational education today, it is important to determine what new directions and objectives are necessary to keep the youth activities relevant and effective in satisfying current and future needs.

## CHAPTER II

## METHODS AND PROCEDURES

The purpose of this section is to expand upon the general information provided in the previous chapter.

Participant Recruitment and Selection - Criteria for participant selection was outlined in the U.S.O.E. publication dated December, 1968, "Guidelines and Priorities for Short-Term Training Programs for Professional Personnel Development in Vocational and Technical Education."

Participants had to represent vocational education in one of the following categories: State supervisors, rural teachers, small-town teachers, city teachers, and representative youth. Initial recruitment of participants was made by sending all state directors of vocational education Institute information and a supply of nominee data record forms. Informational brochures were also sent to all state supervisors of agriculture, distributive, home economics, office, business, and trade and industrial education. These leaders were asked to call the Institute to the attention of personnel in the state who satisfied the eligibility requirements. In addition, each National Office of the various vocational education youth organizations was asked to nominate one national youth officer to attend the Institute.

The state directors of vocational education were asked to endorse the data record form of all nominees from their state. Individuals directly contacting the Institute directors were referred to their state supervisor or state director.

In selecting participants an attempt was made, within budget limitations, to allow two participants per state with Puerto Rico and the District of Columbia also being considered. An attempt was also made to give equal representation, both numberwise and geographically, to the six vocational education youth organizations.

All nominee data record forms received by the Institute were evaluated independently by both the director and co-director and final selections made.

Conferees accepted (See Appendix A) were notified of their acceptance by the project director, and were provided with pertinent information about travel, housing and Institute locale.

Formal Presentations - The complete texts of the formal presentations may be found in Final Report - Part I, August, 1970.

Each presentor was required to prepare a position paper on topical questions provided by the Institute prior to the Institute. These papers

were reproduced and forwarded to the participants for pre-institute reading.

The presentors were also asked to prepare a condensation of the position paper for formal presentation to the conferees and to be available for consultation with the task forces.

Thirteen of the consultants were selected from recommendations made by the National Offices of the vocational education youth organizations.

Task Force Assignments - The task forces, in reality, made the participants the focal unit of the Institute.

A deliberate attempt was made to assign at least one adult who had participated in the 1967 Kentucky Institute dealing with vocational education youth organizations, and at least two youth representatives (one a National Officer and one a State Officer) to each task force.

A facilitator was also assigned to each task force to expedite the work of the group.

## CHAPTER III

## FOLLOW-UP EVALUATION SUMMARY

The idea of "Personal Commitment to a Program of Action" was the motivating force underlying the final phase of the work of the Institute. Four tables in this report show (1) numbers of students, teachers, and supervisors registered at the Institute who returned follow-up evaluation forms mailed to them, (2) numbers who checked the "1969 Plans" and "Done 1971" columns for items and activities, (3) average percent of items and activities checked by the three kinds of participants, and (4) ratings of degree of helpfulness of reports of the Institute task force recommendations and guidelines.

There were 15 student members of vocational youth clubs (3 enrolled in each of 5 major fields of vocational instruction) who took part in the second National Institute on the Role of Youth Organizations in Vocational Education held at Rider College, Trenton, New Jersey on August 11-15, 1969. There were 30 teachers who serve as local club advisors in attendance. A total of 45 supervisors (staff members of State Department of Education) participated.

To achieve maximum relevance to the individual needs of each person and to the state and local status, limitations and potential for leadership development, the Institute participants each day evaluated the speakers and made task force suggestions. On the final day a detailed evaluation was made of (1) the objectives, (2) the design, (3) the content, (4) the arrangements and facilities, and (5) other items. (See pages 53-60 of the Interim Report, USOE Bureau of Research, Project No. 9-0322, August 1970.) Two thirds of those present rated excellent or good their own involvement in the Institute.

Also on the final day, participants began to construct a self-evaluation instrument of their use of Institute materials.

A tentative self-evaluation instrument was prepared and sent to participants in November, 1969 to check those items they planned to accomplish. The participants were informed that the items checked would be used in a follow-up study to determine achievement of personal commitment. This follow-up study was scheduled to be conducted in January, 1971.

Table 1 lists the number of persons who returned the November, 1969 Evaluation copy of the evaluation instrument. The table also shows how many filled out and returned to the director of the Institute the "1971 Follow-up" copy of the same form and a scale for appraisal of helpfulness of the task force reports.

Table 2 gives the number of persons who checked each activity planned in 1969 and the number who reported in April 1971 that the intended activity had been accomplished. The "1969 Plans" column in Table 2 shows data for 13 students, 25 teachers and 41 supervisors. Careful study of the high and low frequencies indicates that some of the twelve items will be achieved sooner than others. Also, certain items are more likely to be planned by student members, by teacher-advisors, or by supervisors.

The "Done 1971" columns show smaller frequency counts. This is partly due to the fact that only 4 students, 18 teachers and 34 supervisors returned the April 1971 second follow-up instrument. Part of this reduced response can be attributed to changes in job responsibilities and lateness of returns on the part of some Institute participants.

Another, and large, difference in the data may be seen by comparing the "Do Myself" columns with the "Get Others to Do" columns. For the most part, the Institute participants reported that they will do the activities themselves. In a few instances, it is logical that students or supervisors would need to try to influence others to initiate action and carry out certain activities.

Table 1. Numbers of Persons Attending the Institute and Numbers Who Returned the 1969 and 1971 Evaluation Forms Classified by Vocational Field and Position

| Vocational Field | Students | | | Teachers | | | Supervisors | | |
|---|---|---|---|---|---|---|---|---|---|
| | Number Registered | 1969 Evaluation | 1971 Follow-up | Number Registered | 1969 Evaluation | 1971 Follow-up | Number Registered | 1969 Evaluation | 1971 Follow-up |
| Agriculture | 3 | 3 | - | 8 | 7 | 5 | 8 | 6 | 6 |
| Business and Office | 3 | 2 | - | 5 | 4 | 4 | 9 | 9 | 7 |
| Distributive Education | 3 | 3 | 1 | 4 | 2 | 1 | 9 | 9 | 8 |
| Home Economics | 3 | 3 | 1 | 7 | 6 | 3 | 8 | 8 | 5 |
| Trade and Industrial | 3 | 2 | 2 | 6 | 6 | 5 | 9 | 9 | 8 |
| All Fields | - | - | - | - | - | - | 2 | - | - |
| Total | 15 | 13 | 4 | 30 | 25 | 18 | 45 | 41 | 34 |

Table 2. Self Evaluation of the Effectiveness of the Institute Through Personal Commitment to a Program of Action by Number of Persons Who Checked Each Item

| Personal "Program of Action" Items and Activities | Number of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Do Myself | | Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Tell others about the Institute | | | | |
| Students: | | | | |
| a. By personal conference | 12 | 4 | - | - |
| b. By sharing Institute papers | 11 | 3 | 3 | 2 |
| Teachers: | | | | |
| a. By personal conference | 23 | 16 | 1 | 1 |
| b. By sharing Institute papers | 18 | 11 | - | - |
| Supervisors: | | | | |
| a. By personal conference | 39 | 33 | 2 | 5 |
| b. By sharing Institute papers | 38 | 28 | 4 | 1 |
| Provide training for educators | | | | |
| Students: | | | | |
| a. State and local administrators | - | - | 6 | 1 |
| b. Teachers who are club advisors | 2 | - | 6 | 1 |
| c. Teacher educators | 1 | - | 6 | - |
| d. College students (pre-service) | 4 | 1 | 3 | - |
| Teachers: | | | | |
| a. State and local administrators | 5 | 2 | 5 | 1 |
| b. Teachers who are club advisors | 13 | 9 | 2 | 3 |
| c. Teacher educators | 7 | 0 | 2 | 1 |
| d. College students (pre-service) | 5 | 2 | 4 | 1 |
| Supervisors: | | | | |
| a. State and local administrators | 30 | 24 | 14 | 6 |
| b. Teachers who are club advisors | 19 | 14 | 12 | 3 |
| c. Teacher educators | 9 | 9 | 18 | 7 |
| d. College students (pre-service) | 2 | 1 | 1 | - |
| Train students for leadership | | | | |
| Students: | | | | |
| a. State and regional officers | 10 | 4 | 3 | - |
| b. Local club officers | 11 | 4 | 4 | - |
| c. Local club members | 10 | 3 | 4 | - |

Table 2. (Continued)

| Personal "Program of Action" Items and Activities | Number of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Do Myself | | Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Teachers: | | | | |
| a. State and regional officers | 6 | 8 | 9 | 6 |
| b. Local club officers | 18 | 15 | 6 | 2 |
| c. Local club members | 18 | 15 | 8 | 3 |
| Supervisors | | | | |
| a. State and regional officers | 29 | 22 | 18 | 10 |
| b. Local club officers | 18 | 10 | 31 | 17 |
| c. Local club members | 12 | 6 | 28 | 17 |
| Organize a council of all clubs | | | | |
| Students: | | | | |
| a. At state level | 1 | - | 5 | - |
| b. At local school level | 4 | - | 5 | - |
| Teachers | | | | |
| a. At state level | - | - | 6 | 2 |
| b. At local school level | 6 | 2 | 2 | - |
| Supervisors: | | | | |
| a. At state level | 11 | 4 | 13 | 8 |
| b. At local school level | 3 | - | 12 | - |
| Establish new local chapters | | | | |
| Students: | | | | |
| a. DECA | 3 | - | 4 | 1 |
| b. FBLA | 3 | - | 6 | - |
| c. FFA | 2 | - | 3 | - |
| d. FHA | 1 | - | 4 | - |
| e. OEA | - | - | 2 | - |
| f. VICA | 2 | 2 | 4 | 1 |
| Teachers: | | | | |
| a. DECA | 2 | 1 | 5 | 2 |
| b. FBLA | 3 | 3 | 5 | 2 |
| c. FFA | 1 | - | 1 | - |
| d. FHA | 1 | - | 3 | 2 |
| e. OEA | - | - | 2 | - |
| f. VICA | 6 | 5 | 6 | 2 |

Table 2. (Continued)

| Personal "Program of Action" Items and Activities | Number of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Do Myself | | Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Supervisors: | | | | |
| a. DECA | 9 | 7 | 9 | 6 |
| b. FBLA | 7 | 4 | 8 | 3 |
| c. FFA | 4 | 4 | 5 | 3 |
| d. FHA | 4 | 4 | 6 | 3 |
| e. OEA | 3 | 2 | 4 | 1 |
| f. VICA | 4 | 4 | 11 | 5 |
| Promote junior high involvement | | | | |
| Students: | | | | |
| a. Introduction to Vocations Clubs | 6 | 2 | 5 | - |
| b. Senior high student counselors | 3 | - | 2 | - |
| Teachers: | | | | |
| a. Introduction to Vocations Clubs | 10 | 4 | 8 | 4 |
| b. Senior high student counselors | 6 | 3 | 4 | 1 |
| Supervisors: | | | | |
| a. Introduction to Vocations Clubs | 9 | 5 | 10 | 1 |
| b. Senior high student counselors | 4 | 3 | 12 | 2 |
| Broaden local club programs | | | | |
| Students: | | | | |
| a. Suggest dynamic activities | 9 | 3 | 3 | - |
| b. Strengthen committee structure | 10 | 3 | 4 | 2 |
| c. Improve parliamentary procedure | 8 | 1 | 7 | - |
| d. Involve more members | 11 | 3 | 5 | - |
| e. Improve club financing | 8 | - | 4 | - |
| f. Involve parents and citizens | 9 | 3 | 5 | - |
| g. Write useful publications | 6 | 1 | 4 | - |
| Teachers: | | | | |
| a. Suggest dynamic activities | 17 | 11 | 4 | 1 |
| b. Strengthen committee structure | 14 | 8 | 4 | 2 |
| c. Improve parliamentary procedure | 17 | 10 | 9 | 4 |
| d. Involve more members | 18 | 11 | 10 | 5 |
| e. Improve club financing | 12 | 7 | 5 | 2 |
| f. Involve parents and citizens | 18 | 10 | 7 | 5 |
| g. Write useful publications | 10 | 6 | 8 | 4 |

Table 2. (Continued)

| Personal "Program of Action" Items and Activities | Number of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Do Myself | | Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Supervisors: | | | | |
| a. Suggest dynamic activities | 27 | 15 | 18 | 6 |
| b. Strengthen committee structure | 21 | 16 | 21 | 3 |
| c. Improve parliamentary procedure | 22 | 12 | 22 | 8 |
| d. Involve more members | 20 | 14 | 26 | 9 |
| e. Improve club financing | 15 | 9 | 18 | 7 |
| f. Involve parents and citizens | 20 | 11 | 25 | 6 |
| g. Write useful publications | 5 | 7 | 17 | 4 |
| Improve public relations | | | | |
| Students: | | | | |
| a. Increase local-state publicity | 10 | 4 | 8 | 1 |
| b. Prepare films, slides, tapes | 1 | - | 6 | 1 |
| c. Arrange industry field trips | 2 | - | 10 | 1 |
| d. Involve service clubs | 2 | 2 | 5 | - |
| Teachers: | | | | |
| a. Increase local-state publicity | 17 | 8 | 10 | 7 |
| b. Prepare films, slides, tapes | 6 | 4 | 6 | 3 |
| c. Arrange industry field trips | 12 | 9 | 7 | 1 |
| d. Involve service clubs | 11 | 6 | 8 | 2 |
| Supervisors: | | | | |
| a. Increase local-state publicity | 27 | 21 | 30 | 16 |
| b. Prepare films, slides, tapes | 16 | 21 | 30 | 16 |
| c. Arrange industry field trips | 11 | 5 | 24 | 8 |
| d. Involve service clubs | 16 | 8 | 23 | 5 |
| Involve guidance counselors | | | | |
| Students: | | | | |
| a. Invite counselors to meetings | 9 | 1 | 3 | 1 |
| b. Individualize each student's curriculum | 1 | - | 3 | - |
| c. Make guidance a club goal | 3 | - | 3 | - |
| Teachers: | | | | |
| a. Invite counselors to meetings | 21 | 14 | 4 | 2 |
| b. Individualize each student's curriculum | 9 | 5 | 4 | 3 |
| c. Make guidance a club goal | 16 | 10 | 3 | 3 |

Table 2. (Continued)

| Personal "Program of Action" Items and Activities | Number of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Do Myself | | Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Supervisors: | | | | |
| a. Invite counselors to meetings | 27 | 20 | 31 | 11 |
| b. Individualize each student's curriculum | 8 | 4 | 24 | 6 |
| c. Make guidance a club goal | 6 | 4 | 24 | 9 |
| Enroll handicapped and disadvantaged | | | | |
| Students: | | | | |
| a. In regular clubs | 7 | 1 | 3 | - |
| b. In special clubs | 1 | - | 4 | - |
| c. Adjust activities to ability | 1 | 1 | 6 | 1 |
| d. Adjust to previous experience | 1 | 1 | 3 | - |
| Teachers: | | | | |
| a. In regular clubs | 13 | 7 | 5 | 4 |
| b. In special clubs | - | 1 | 2 | 1 |
| c. Adjust activities to ability | 10 | 3 | 5 | 3 |
| d. Adjust to previous experience | 6 | 4 | 2 | 2 |
| Supervisors: | | | | |
| a. In regular clubs | 19 | 13 | 26 | 13 |
| b. In special clubs | 5 | 2 | 8 | 3 |
| c. Adjust activities to ability | 14 | 8 | 28 | 12 |
| d. Adjust to previous experience | 7 | 4 | 19 | 9 |
| Encourage student self-evaluation | | | | |
| Students: | | | | |
| a. Of club activities | 9 | 4 | 4 | - |
| b. Of leadership achievement | 9 | 3 | 6 | - |
| c. Increase number of awards | 5 | 2 | 5 | 1 |
| Teachers: | | | | |
| a. Of club activities | 19 | 12 | 5 | 4 |
| b. Of leadership achievement | 13 | 9 | 3 | 2 |
| c. Increase number of awards | 10 | 8 | 5 | 4 |
| Supervisors: | | | | |
| a. Of club activities | 23 | 17 | 31 | 12 |
| b. Of leadership achievement | 22 | 14 | 30 | 11 |
| c. Increase number of awards | 14 | 12 | 17 | 6 |

Table 2. (Continued)

| Personal "Program of Action" Items and Activities | Number of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Do Myself | | Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Do research on student outcomes | | | | |
| Students: | | | | |
| a. Experiment with new approaches | 3 | - | 3 | - |
| b. Make cost-benefit analysis | - | - | 4 | - |
| c. Report students benefitted | 3 | 2 | 2 | - |
| d. Assist with job surveys | 6 | 1 | 4 | - |
| Teachers: | | | | |
| a. Experiment with new approaches | 11 | 8 | 2 | - |
| b. Make cost-benefit analysis | 2 | 1 | 5 | - |
| c. Report students benefitted | 6 | 3 | 3 | - |
| d. Assist with job surveys | 8 | 6 | 6 | - |
| Supervisors: | | | | |
| a. Experiment with new approaches | 25 | 13 | 18 | 6 |
| b. Make cost-benefit analysis | 5 | 1 | 7 | 2 |
| c. Report students benefitted | 14 | 6 | 14 | 3 |
| d. Assist with job surveys | 17 | 12 | 17 | 4 |

Table 3 is an adaptation of the data in Table 2. The activities are not listed separately under each item. By changing to "Average Percent of Persons" the differences in size of sample and numbers of activities under each of the twelve item headings are accounted for.

Table 3 will be discussed item by item. To start, the first item "Tell others about the Institute" was both planned and done themselves by a very high percentage of all three kinds of persons.

The second item "Provide training for educators" was accepted as a goal by a medium percent of supervisors. Very few teachers planned to get others to do this and the achievement in getting "others to do" was low by all groups of persons.

"Train students for leadership" was planned and done by high percentages of the student and teacher participants in the Institute. This is a noteworthy finding. Supervisors, understandably, planned to get others to do it and were successful in the effort.

The fourth item "Organize a council of all clubs" was not checked by many participants. About a third of the students and supervisors apparently went home from the Institute with hopes that they might get others to organize an all-clubs council either at a state or local level. It is known that several states have taken action along these lines.

"Establish new local chapters" would necessarily be limited within the areas represented by the Institute participants because they came from schools and states that already have clubs in the schools. This does not mean that the item is unimportant.

To "Promote junior high involvement" was accepted as a goal to work for by a third of the student leaders and teachers. About as many thought they might get others to do it.

Table 3. Self Evaluation of the Effectiveness of the Institute Through Personal Commitment to a Program of Action by Average Percent of Persons Who Checked Each Item

| Personal "Program of Action" Items and Activities by Kinds of Participants | Average Percent of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Will Do Myself | | Will Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Tell others about the Institute | | | | |
| Students | 88 | 88 | 12 | 25 |
| Teachers | 82 | 78 | 2 | 3 |
| Supervisors | 94 | 90 | 7 | 9 |
| Provide training for educators | | | | |
| Students | 13 | 19 | 40 | 13 |
| Teachers | 30 | 29 | 13 | 8 |
| Supervisors | 45 | 47 | 34 | 14 |
| Train students for leadership | | | | |
| Students | 79 | 92 | 28 | - |
| Teachers | 56 | 70 | 31 | 20 |
| Supervisors | 48 | 37 | 63 | 43 |
| Organize council of all clubs | | | | |
| Students | 19 | - | 38 | - |
| Teachers | 12 | 6 | 16 | 6 |
| Supervisors | 17 | 6 | 30 | 12 |
| Establish new local chapters | | | | |
| Students | 13 | 10 | 27 | 10 |
| Teachers | 8 | 8 | 13 | 7 |
| Supervisors | 11 | 11 | 15 | 9 |
| Promote junior high involvement | | | | |
| Students | 35 | 25 | 27 | - |
| Teachers | 32 | 19 | 24 | 14 |
| Supervisors | 16 | 12 | 27 | 4 |

Table 3. (Continued)

| Personal "Program of Action" Items and Activities by Kinds of Participants | Average Percent of Persons Who Checked Each Item | | | |
|---|---|---|---|---|
| | Will Do Myself | | Will Get Others To Do | |
| | 1969 Plans | Done 1971 | 1969 Plans | Done 1971 |
| Broaden local club programs | | | | |
| Students | 67 | 50 | 35 | 7 |
| Teachers | 61 | 50 | 27 | 18 |
| Supervisors | 49 | 35 | 51 | 18 |
| Improve public relations | | | | |
| Students | 29 | 38 | 56 | 19 |
| Teachers | 46 | 38 | 31 | 18 |
| Supervisors | 43 | 31 | 34 | 27 |
| Involve guidance counselors | | | | |
| Students | 33 | 8 | 23 | 8 |
| Teachers | 61 | 54 | 15 | 15 |
| Supervisors | 33 | 27 | 64 | 25 |
| Enroll handicapped and disadvantaged | | | | |
| Students | 19 | 19 | 31 | 6 |
| Teachers | 30 | 22 | 14 | 15 |
| Supervisors | 27 | 20 | 49 | 27 |
| Encourage student self-evaluation | | | | |
| Students | 58 | 75 | 38 | 8 |
| Teachers | 56 | 53 | 17 | 19 |
| Supervisors | 48 | 42 | 63 | 28 |
| Do research on student outcomes | | | | |
| Students | 23 | 19 | 25 | - |
| Teachers | 27 | 25 | 16 | - |
| Supervisors | 37 | 24 | 34 | 11 |

The activities under "Broaden local club programs" were done by half of the students and teachers. Supervisors recognized that this item could be an important outcome of the Institute.

The student club members planned to get others to "Improve public relations." Both the planning and achievement in this area by teachers and supervisors were moderate.

Teachers were the group that planned and carried out activities to "Involve guidance counselors." Supervisors obviously felt this was something they should get others to do. Student achievement of this goal was low.

All three groups of Institute participants were relatively low in percent who initiated activities to "Enroll handicapped and disadvantaged" vocational education students in youth organizations. This may be a very significant challenge for future consideration.

Students and teachers were medium to high in planning and doing things that "Encourage student self-evaluation" of personal and social outcomes of participation in youth organizations. The supervisors planned to get others active in this area but must not have received feed-back evidence of results.

The twelfth and last activity recommended for a comprehensive program of action was to encourage the states to "Do research on student outcomes." The generally low percent of Institute members who were able to do anything in this area may mean that they should learn more about how to do leadership research.

In this and several other item areas of the follow-up evaluation instrument it is possible that cooperation of university teacher education personnel should be enlisted. It is recommended that teacher educators be involved as participants in future institutes dealing with Vocational Education Youth Organizations.

In summary, satisfaction should be expressed with the effort to follow through the application phases of the valuable information shared and discussed during the Institute sessions. Increased awareness of the importance of youth organizations for students, and vocational education in general, may confidently be expected to have long-range positive effects in all vocational fields.

Recommendations

1. The material developed in the Institute and presented in Interim Report, Part I - Final Report, U.S.O.E. Bureau of Research, Project No. 9-0322, August, 1970 and in this report should be prepared into a manual on guidelines for vocational education youth organizations.

2. A research program should be set up as a cooperative effort between the existing youth organizations to determine new directions and objectives for vocational education youth organizations.

3. It is felt that the results of this Institute definitely indicated the need for a follow-up institute which can deal in greater depth with several of the areas covered in this report. Areas which would appear to warrant consideration in a future institute include:

a. the enrollment and involvement of handicapped and disadvantaged vocational education students in youth organizations.

b. how to develop and conduct leadership research studies as related to vocational education youth organizations.

c. the role of teacher education institutions in providing the training of potential vocational education youth organization advisors.

Table 4. Ratings in 1971 by Students, Teachers, and Supervisors of the Degree of Helpfulness of the 1969 Reports of Task Force Recommendations and Guidelines

| 1969 Reports of Task Force Recommendations and Guidelines | Number of Persons by Degree of Helpfulness | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Students | | | Teachers | | | Supervisors | | |
| | M | S | N | M | S | N | M | S | N |
| 1. Relationship of youth activities to the vocational curriculum | 3 | - | - | 13 | 4 | - | 15 | 14 | 2 |
| 2. Expanding youth activities to better serve more students | 2 | 1 | - | 7 | 11 | - | 7 | 21 | 3 |
| 3. Primary model system of youth organizations and activities | 1 | 2 | - | 3 | 14 | 1 | 5 | 20 | 6 |
| 4. Youth activities for the handicapped and disadvantaged | 1 | 2 | - | 5 | 8 | 4 | 6 | 22 | 3 |
| 5. Coordination of all vocational youth organizations | - | 2 | 1 | 3 | 9 | 4 | 6 | 10 | 15 |
| 6. Guidance function of youth organization activities | - | 3 | - | 8 | 8 | 1 | 7 | 21 | 3 |
| 7. Leadership development through youth organization activities | 1 | 2 | - | 14 | 3 | 1 | 11 | 18 | 2 |
| 8. Research priorities on youth organizations and activities | - | 1 | 2 | 1 | 8 | 9 | 2 | 12 | 17 |
| 9. Evaluation of effectiveness of youth organization activities | 1 | 1 | - | 8 | 10 | - | 7 | 23 | 1 |
| Total | 9 | 14 | 3 | 57 | 75 | 20 | 66 | 161 | 52 |

M = Much; S = Some; N = None

# APPENDIX A

## LIST OF PARTICIPANTS



25 B

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# APPENDIX B

## INSTITUTE PROGRAM

AGENDA
for
NATIONAL INSTITUTE

on

THE ROLE OF
YOUTH ORGANIZATIONS IN
VOCATIONAL EDUCATION

August 11 - 15, 1969

Conducted by - Division of Vocational Education
New Jersey State Department of Education

Institute Staff*:

Mr. James Vance, Director
Mr. Ralph Bregman, Co-Director
Mr. Edward Brower, Host
Dr. Harold Binkley, Evaluator
Dr. Glenn Z. Stevens, Evaluator
Mr. Richard Neville, Group Facilitator

*Assisted by New Jersey State Vocational Youth Organization Advisors.

PROGRAM

Sunday, August 10, 1969

| TIME | ACTIVITY | LOCATION |
|---|---|---|
| 12:00 - 8:00 | Registration | Lobby, Switlik Dorm |
| 6:30 - 8:00 | Get Acquainted | Lounge, Switlik Dorm |

RECEPTION

Monday, August 11, 1969

Theme: Redefining the Role of Youth Organizations in Vocational Education
(All presentations will be held in the Fine Arts Auditorium)

Morning

| | |
|---|---|
| 8:15 | Breakfast - Student Union |
| 8:15 - 8:20 | Welcome - Dr. Walter A. Brower, Dean of School of Education, Rider College and<br><br>Dr. Robert M. Worthington, Assistant Commissioner of Education, State Director of Vocational Education, New Jersey |
| 8:20 - 8:50 | Institute Challenges, Dr. A. Webster Tenney, Senior Program Officer, Liaison Activities, U.S.O.E. |
| 8:50 - 9:00 | Orientation - Director and Co-Director of Institute. |
| 9:00 - 9:40 | "Youth Activities - Content Oriented, Human Relations, Community Oriented, Both, or Another Orientation?" Dr. Clara Appell, Consultant, Home Economics, State Department of Education, Connecticut.<br><br>Mr. Charles Stebbins, Ass't. State Supervisor, Trade and Industry, State Department of Education, New York. |
| 9:40 - 9:50 | Reaction Panel |
| 9:50 -10:00 | Questions and Comments |
| 10:00 -10:20 | "The Development and Implementation of Citizenship, Leadership and Followership." Mr. Gary Swan, Student at Cornell University, New York, Former National FFA President. |
| 10:20 -10:30 | Questions |
| 10:30 -10:40 | Mr. Richard Neville - Institute for Managerial, Assistance and Human Development, Washington, D.C. |
| 10:40 -10:50 | Break |
| 10:50 -12:30 | Task Force Session #1 (small group meetings of Institute participants) (See Task Force assignments) |

12:30 - 1:30 Lunch - Student Union

Afternoon

Theme: Redefining the Role of Youth Organizations in Vocational Education (Continued)

1:30 - 2:00 Summary by Chairman of Task Force Session #1 Fine Arts

2:00 - 2:30 Task Force Session #1 (Wrap-Up) - Institute Participants

2:30 - 2:45 Break

2:45 - 3:15 "How Can Youth Activities Be Expanded to Serve More Students and Is There A Need For New Youth Organizations in Vo-Ed?"

Mr. Richard Anderson, Past National Officer, Post-Secondary DECA, Lynnwood, Washington.

Dr. Margaret Blair, Director, Introduction to Vocations, State Department of Education, New Jersey

Dr. William Brown, Jr., Research Coordinating Unit in Occupational Education, North Carolina State University.

3:15 - 3:30 Listening Teams

3:30 - 4:00 Team Reports

4:00 - 5:00 Task Force Session #2 - Institute Participants

5:00 - 6:30 Dinner Hour - Student Union

6:30 Group Facilitators, Task Force Chairman, Evaluators, and Directors meet (Memorial Hall - 3rd Floor, Student Faculty Room)

7:00 Preview of Films on Youth (Optional) (See Evening Theatre)

Tuesday, August 12

Theme: Redefining the Role of Youth Organizations in Vocational Education (continued)

Morning

| | |
|---|---|
| 8:15 - 8:30 | Announcements |
| 8:30 - 9:00 | Summary by Chairman of Task Force Session #2 |
| 9:00 - 9:20 | "Structuring a System of Youth Organizations and Activities" - Dr. Bruce Blackstone, Program Planning Officer, Head, Office Occupations Education, U.S.O.E. (Note: Since Dr. Blackstone was unable to be present, a panel was convened to discuss his topic) |
| 9:20 - 9:40 | "Other Youth Groups Through Which Cooperative Efforts Might Be Established" - Mr. Thomas Gambino, Director of Career Development, State Department of Education, New Jersey. |
| 9:40 -10:00 | Mr. Richard Neville |
| 10:00 -10:15 | Break |
| 10:15 -11:00 | Task Force Session #3 - Institute Participants |
| 11:00 -11:30 | Summary by Chairmen of Task Force Session #3 to group |
| 11:30 -12:30 | Lunch |

Afternoon

Theme: How Youth Organizations in Vo-Ed Can Serve Youth With Special Needs

| | |
|---|---|
| 12:30 - 1:50 | "Characteristics of Youth With Special Needs and How These Youth Might Be Included in Vocational Youth Activities" Dr. Marvin Hirshfeld, Department of Distributive Education, Temple University, Pennsylvania<br><br>Dr. Richard J. Holman, Specialist, Mentally Handicapped, Division of Disability Services, Rehabilitation Services Administration, DHEW.<br><br>Mr. A. L. Reynolds, Ebony Management Association, Chicago, Illinois<br><br>Mr. Thomas R. Jones, Chief Consultant, Coordinated Vocational-Academic Education, Texas. |

| | |
|---|---|
| 1:50 - 2:30 | Phillips 66 - Mr. R. Neville |
| 2:30 - 2:45 | Break |
| 2:45 - 5:30 | Task Force Session #4 - Institute Participants |
| 5:30 - 6:30 | Dinner Hour |
| 6:30 - 7:00 | Group Facilitators, Task Force Chairmen, Evaluator and Directors meet. |
| 7:00 - 9:00 | Special Interest Sessions (DECA, FHA, FFA, FBLA, OEA, and VICA, if needed) |

## Wednesday, August 13

Theme: Ways of Implementing the Coordination of Commonalities of Vo-Ed Youth Organizations.

Morning

| | |
|---|---|
| 8:15 - 8:30 | Announcements |
| 8:30 - 9:00 | Summary by Chairmen of Task Force Session #4 |
| 9:00 -10:45 | "Merger? Advisory Coordinating Committee? Commonalities?"<br><br>Miss Mildred Reel, National FHA Advisor.<br><br>Mr. Harry Applegate, Executive Director, DECA.<br><br>Dr. O. J. Byrnside, Executive Director, FBLA.<br><br>Mr. Walter Chojnowski, Executive Director, OEA.<br><br>Mr. William Paul Gray, National FFA Executive Secretary.<br><br>Mr. Larry Johnson, Executive Director, VICA.<br><br>Mr. Richard Haner, Youth Leadership Development, State Department of Education, New York. |
| 10:45--11:00 | Mr. R. Neville |
| 11:00 -11:15 | Break |

| | |
|---|---|
| 11:15 -12:15 | Task Force Session #5 - Institute Participants |
| 12:15 - 1:15 | Lunch |

Theme: The Role of Youth Organizations As A Guidance Function

Afternoon

| | |
|---|---|
| 1:15 - 2:15 | Task Force Session #5 (Continued) |
| 2:15 - 2:30 | Break |
| 2:30 - 3:00 | Summary by Chairmen of Task Force Session #5 |
| 3:00 - 4:30 | "Youth Organizations As A Guidance Function" Dr. Hugh Houghton, Chairman, Department of Counselor Education, State University, College at Brockport, New York<br><br>Mrs. Ruth Ford, Guidance Counselor, Winter Park High School, Florida.<br><br>Mrs. Mary Schneider, Guidance Counselor and VICA Advisor, Tulsa Area Vocational-Technical Center, Oklahoma.<br><br>Mr. Hubert Strayhorn, Director, Division of Youth, Department of Community Affairs, New Jersey<br><br>Opposing Views and Rebuttals after each presentation. |
| 4:30 - 6:15 | Dinner |
| 6:30 - 8:00 | Task Force Session #6 - Institute Participants |
| 8:00 | Group Facilitators, Chairmen, Evaluator and Directors meet. |

Thursday, August 14

Themes: How To More Effectively Implement Leadership Techniques Utilized By Youth Organizations.

Identification of Methods of Utilizing the Implications of Research for Improving Youth Organizations.

Morning

| | |
|---|---|
| 8:15 - 8:30 | Announcements |

| | |
|---|---|
| 8:30 - 9:00 | Summary by Chairmen of Task Force Session #6 |
| 9:00 -11:30 | "Leadership Techniques, Their Implementation." Task Force Session #7 |
| 11:30 -12:15 | "Methods and Implications of Research For Improving Youth Organizations" - Dr. Edward T. Ferguson, Specialist, Research and Development, Ohio State University. |
| 12:15 -12:30 | Mr. R. Neville |
| 12:30 - 1:30 | Lunch |

Theme: Identification and Evaluation of Cost Benefits of Youth Organizations

Afternoon

| | |
|---|---|
| 1:30 - 2:15 | "Value of Cost Benefit Studies to Youth Organizations and Techniques of Cost Benefit Analysis" Dr. Teh-Wei Hu, Assistant Professor of Economics, Pennsylvania State University. |
| 2:15 - 2:30 | Questions and Answers |
| 2:30 - 2:45 | Break |
| 2:45 - 5:30 | Task Force Session #8 - Institute Participants |
| 5:30 - 6:30 | Dinner Hour |
| 6:30 - 7:00 | Group Facilitators, Task Force Chairmen, Evaluator and Director meet. |

Friday, August 15

Theme: Development of Evaluative Instruments for Measuring Effectiveness of Youth Organizations.

Morning

| | |
|---|---|
| 8:15 - 8:30 | Closing Announcements |
| 8:30 -10:00 | "Evaluative Instruments for Measuring The Effectiveness of Youth Organization Goals and Objectives" Dr. Phillip Teske, Research Specialist, U.S.O.E. |

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| 10:00 -12:00 | Task Force Session #9 - Institute Participants |
| <u>Afternoon</u> | |
| 12:00 - 1:15 | Institute and Participant Critique and Closing Luncheon. (Participant evaluations of Institute to be returned and vouchers completed.) |
| 1:15 | Final Critique - Group Facilitators, Evaluator and Directors only. |